



MIT gets giant-screen TV

Picture a TV screen 24 feet tall beaming out live color pictures of America's third manned moon landing. Or Bobby Orr breaking for the goalmouth in a picture 32 feet wide.

Beginning this Sunday afternoon, a TV screen of these giant dimensions will dominate the Student Center Sala de Puerto Rico for at least ten days. The blooming orange and gray smoke of a Saturn V launch will inaugurate this experiment in large-screen presentation.

"Moon Show II" represents the demonstration of a new television projection system developed by Display Sciences, Incorporated, a New Jersey firm. The DSI screen represents a breakthrough in the large-screen field; Boston Garden promoters were sufficiently impressed to contract the system for the telecast of the Ali-Frazier fight March 8.

DSI offered the system to MIT as an experiment within a university setting. Should the system prove economical, it could provide a major boost for taped presentations. Present technology limits lecture presentations to the standard 24 inch screen, too small to be useful in a lecture hall seating hundreds of students. The large screen, on the other hand, would provide a picture readily visible from all seats in any MIT auditorium.

The system will tune in on regular TV broadcasts (NBC, CBS, ABC or NET) as available using the TV antenna on top of the Student Center. The system includes a conversion feature that improves the resolution from conventional 325-line TV to 600 lines while at the same time projecting the picture onto a large screen in color. The projection equipment mounts on

casters and can be rolled out of the way when not in use.

MIT's Audio Visual Service will provide and operate the sound system and will videotape significant portions of the transmissions for replay on the large screen for those unable to be present during live transmission times. The videotape recorder is being made available by UNITEL, the MIT-Harvard organization formed to explore ways in which advanced communications systems might be used in teaching.

A schedule of showings as the flight develops will be posted and regularly updated at the Sala de Puerto Rico and elsewhere at the Institute.

(As a special service, moon flight permitting, the system also might be used on an ad hoc basis to show regular television programming, perhaps even a live sports event. Again, plans for this will be announced and posted as they develop.)

Times for large-screen projection in the Sala de Puerto Rico, of course, depend on the Apollo 14 astronauts, the progress of the flight, and the networks. Lift-off from Cape Kennedy, Fla., is scheduled for 3:23 p.m. Sunday (January 31). All networks plan to cover as usual and their coverage, starting at 2:30 p.m., will be projected in the Student Center.

The Apollo 14 flight plan for the voyage out to the moon provides nominal times for TV transmissions from the capsule. For example, the flight plan calls for TV transmissions from the spacecraft for 25 minutes starting at 6:28 p.m. Sunday during transposition and docking while still in earth orbit. The next schedule telecast from space is for 45 minutes starting at 5:08 a.m. Wednesday, February 3, (Please turn to page 2)

Engineer employment follows economy shift

By Curtis Reeves

The Electrical Engineering Department presented a discussion on "A Look at Engineering Employment" by representatives of Arthur D. Little, Inc. last Thursday afternoon.

Offered as part of the IAP activities of Course VI, the program devoted itself to "problems related to graduate school and placement opportunities," according to Roger Long. Other speakers from Little and Company were Scott Carson and Edward Swan, who work in hiring for the company along with Long.

Long first noted that large numbers of engineers, particularly in New England and on the

West Coast, are unemployed, but emphasized that this is not a cause for serious alarm. Similar job losses after World War II and in the late fifties lasted only for a couple of years, and actually preceded years of great advancement for engineers in all fields.

On the same topic, Long commented, "In my view, what is going on now is a delayed version of what we should have seen in 1958," since the transistor and space technology rescued many engineers from financial crisis in the fifties.

"Engineering graduates are in demand only if they can produce," he continued. Emphasis (Please turn to page 2)

Shortened term causes incompletes to increase

The number of incompletes given last term was "up dramatically" from 2% to 8%, according to Professor Campbell Searle, Chairman of the Committee on Academic Performance.

A study conducted by Ken Schoman, Special Assistant to the Provost, revealed that almost thirty percent of the freshman and sophomore classes had received one or more incompletes

first term this year. This is over twice the percentage of sophomores who received incompletes first term last year (11.5%) and six times the number of freshmen from last year (4.8%).

Schoman's study showed that over half (175) of the 329 incompletes awarded to freshmen were given in 18.01. 18.01 has been restructured this year in a self-paced format, requiring students to complete a series of six examinations to receive credit for the course. The same study also showed that significant numbers of the incompletes awarded to sophomores were given in humanities subjects. Schoman's statistics do not include any grades given to (Please turn to page 2)

Patent revenue to increase

By Lee Giguere

MIT's patent portfolio has been netting the Institute in excess of \$1 million in recent years, but "an aggressive policy should substantially, in time, increase revenue."

According to Lawrence Gilbert, Director of Patent Administration, in the past, MIT has not pursued a vigorous policy in licensing its patents.

The Patent Office, however, is now in the process of cataloging MIT's patent portfolio. By distributing a catalogue of MIT's patents within the Institute, Gilbert hopes to generate interest in attracting possible licensees. He noted that it was important for MIT not to miss a possible "winner."

Recently instituted

Until about ten years ago, the Institute's portfolio was managed by an outside organization, Research Corporation. However, when a dispute developed over the licensing of Professor Jay Forrester's computer memory core, the patent administration office was set up to handle the case. Since that time, the office has not actively attempted to exploit the MIT patent portfolio.

Gilbert explained that in the past licensees were suggested by the inventor, the industrial liaison office, or were picked up from leads seen in publications. He also noted that many licensees were companies started by the inventor himself.

An additional method of licensing, according to Gilbert, is to go through a "product

scout." This is usually a small company that specializes in licensing patents and usually has contacts with several companies. MIT, Gilbert noted, has worked with six or eight such groups.

Licensing difficulties

Many of the things MIT holds patent rights on, Gilbert pointed out, are not readily marketable. Often, the techniques or hardware covered by a patent are not sufficiently developed for them to be put on the market by a commercial concern without extensive development by the licensee. This makes it difficult for MIT to license its patents since any licensee would be forced to spend considerable time and money to develop his license.

The success of any licensing effort made by the Patent Office therefore depends on factors outside the control of the office, such as the portfolio itself. Gilbert, however, believes that MIT contains a number of potentially good inventions.

Gilbert noted that MIT's record in successfully licensing its patents, only about one in a hundred, is better than most other schools. He added that it takes a while for work to show results monetarily. However, the future looks to be as good if not better than the past. "The more support, the more interest we get," Gilbert said, "the greater potential for growth there is."

(Please turn to page 2)

Alcohol worse than 'pot'

By Bruce Peetz

The Director of Brown University Health Services, Dr. Roswell Johnson, recently announced before the American Association for the Advancement of Science that alcohol is currently a greater problem in the United States than marijuana.

"The abuse of alcohol, a highly advertised legal drug, is typified by the estimated 7,000,000 under therapy (or who should be were such facilities available to all). This is a far greater threat to self and to society than the moderate use of illegal marijuana."

Dr. Johnson found that alcohol is responsible for the death

of 45,000 Americans yearly. "I share the feeling of Dr. Joel Fort, Dr. Stanley Einstein and others that alcohol is the most dangerous drug of all."

On the other hand, Dr. Johnson described the classification of marijuana as a narcotic "totally incredible" and "particularly repugnant to a scientific community."

According to Dorland's Medical Dictionary, a narcotic is "an agent that produces insensibility or stupor," and that, observes Dr. Johnson, is "an admirably terse description of alcohol." The dichotomy that exists, he feels, is a reflection of the fact that laws were written by poli-

ticians rather than scientists.

This dichotomy has two far reaching effects. The first is expressed by Attorney Edwin Hastings of Providence as the production of "a generation of leaders out of the college students today who have the same disrespect for the law as was produced during the 1920's."

The second effect is the credulity produced among students about the other drugs they buy. Of all the samples sold as mescaline analyzed in the past five years in Boston, New York, and San Francisco, not one has been found to actually contain mescaline. Most samples, Dr. Johnson claims, are LSD.

Presidency selection likely for February

A final decision on MIT's next president will be forthcoming in February, informed sources have revealed to *The Tech*.

The Corporation Joint Advisory Committee has already decided on its choice, and passed the name along to the Corporation selection committee. This committee will consider CJAC

and other recommendations, then make a nomination to the Corporation.

Although the identity of the CJAC nominee was not released, two criterion were reportedly judged most important: 1) the president should come from a science or engineering background, and 2) MIT's next chief executive should have either educational experience or a commitment to education.

Wiesner speculation

During the past few weeks speculation has increasingly centered on Provost Jerome Wiesner. His four-year stint as MIT's provost centered him within the Institute's own educational efforts, and his national reputation for technological competence is unimpeachable.

Should the Corporation committee concur with CJAC's criteria, two other MIT administrators must be considered likely possibilities: Dean for the School of Science Robert Alberty, and newly-appointed engineering dean Paul Gray. Besides their technical qualifications, both have demonstrated concern for undergraduate and graduate education within their respective schools.

MIT gets giant-screen TV *MIT holds all rights to patents devised here*

(Continued from page 1)
showing interior shots of the command module. There is to be another 14 minute transmission from the spacecraft starting at 8:23 p.m. Thursday, February 4.

Times, however, can vary; and the networks, in general, will broadcast these transmissions as "specials" that will interrupt regularly-scheduled programming. The Student Center system will show them as available.

The landing (sound only, no picture) will be broadcast between 4 a.m. and 4:30 a.m. Friday, February 5. The first lunar walk will be telecast from the moon starting at 9 a.m. Friday and continuing through 2 p.m. Friday.

The networks will give over almost all of Saturday to the mission. The second lunar walk will be telecast from 5:30 a.m. to 10:30 a.m. The lunar lift-off will come between 1:30 p.m.

and 2 p.m. The rendezvous with the orbiting command module will come between 3:15 and 3:30 p.m.

The flight plan calls for one TV show from space on the trip back - 30 minutes of transmission from the capsule starting at 7:53 p.m. Sunday, February 7. The networks plan to show it and the Student Center system will offer their image on the large screen.

Splashdown, also available in the Student Center, will come between 3:30 p.m. and 5:30 p.m. Tuesday, February 9.

(Continued from page 1)
Another function of the Patent Office, according to Gilbert, is to determine the facts in instances where a company might be violating MIT's patent rights. Gilbert pointed out that before filing suit, MIT must consider the possible returns from the suit weighed against the costs of litigation and damage to MIT. Oftentimes the returns do not justify legal action. However, the decision is not made in his office, but at higher levels in the MIT administration.

MIT obtains patent rights on the inventions of members of the academic staff when the invention was the result of the use of Institute time and facilities. In such cases, MIT provides the inventor with a share of its royalties. The Institute, however, waives its rights in the case of students. "Patent and Copyright Policies and Procedures" specifies that work done by faculty and staff members on their own time without significant use of Institute facilities is exclusively their own.

Guidelines, not rules

Gilbert explained, however, that "Policies and Procedures" is not a set of hard rules, but rather serves to provide guidelines. The decision on each invention is made by the Committee on Inventions and Copyrights. In questionable cases, inventors must disclose their work to the Secretary of the Committee. The procedures then specify that the Committee will make its decision on equities for the inventor and MIT's intentions on whether to file a patent application within six weeks.

In cases where the research was being done under contract to either the government or private industry, "Policies and Procedures" notes that the patent rights are held as specified in the contract. This usually means that the sponsoring organization holds all rights to the invention.

IAP, self-paced study cause 'I's to increase

(Continued from page 1)
juniors or seniors, however.

Searle speculated that among the reasons for the increased number of incompletes were that some freshman subjects were operating on a self-paced basis and that some students had chosen to use the January IAP to complete one or more of their courses. Searle felt that the short term was a factor in the increase, saying that professors, not having a feeling for how short the term really was, felt forced to put a heavy work load on their students in the last few weeks of the term to complete the material they wished to present. He added that the CAP was investigating the possibility that some

professors might have usurped the January period to complete their courses. Searle explained that while a student was perfectly free to carry over his course work in January, professors were not.

Professor of Nuclear Engineering Kent Hansen, a member of the CEP's subcommittee for the evaluation of IAP, commented that the continuation of course work into January was certainly a legitimate IAP activity. He explained that many graduate students in his department were taking advantage of the period to complete course projects, which, he noted, are frequently turned into thesis topics.

Engineer employment follows economy shift

(Continued from page 1)
is shifting from a knowledge of circuitry and other basic ideas to "familiarity in general technological areas" such as use of data processing and computers, and the application of engineering to the medical field. "Communications engineering is now receiving big interest," he said. He also warned those considering consulting to become good salesmen and administrators in addition to being technically competent.

Long attributed the increased joblessness in part to reduced government interest in research

and development. Engineers have had to reorient themselves to intensified competition and rapidly getting new products on the market for their employers. Those who have been able to keep jobs have been "working engineers who can turn a quick profit for the company." He observed that the age group between 35-40 is the most secure.

Speaking briefly, Swan noted that the expanding fields are in civilian development, including the ecological sciences and the application of technological advances to consumer goods.

Announcements

* A concert of Music for Harpsichord will be presented by the Department of Humanities Thursday, January 28 at 8:30 pm in the Sala de Puerto Rico. Kenneth Wolf, harpsichordist, will play Toccata in C minor, French Suite in E major, and Preludes and Fugues from the 2nd book of the Well-Tempered Clavier. Admission Free.

* **FOLKS!! THURSDAY** - your erratic MIT newspaper - invites all interested people to come join and help out: reporters, writers, production and so forth. Come to the Thursday office (2nd floor Walker) for 8 pm Thursday nite meetings, or whenever we're open. x7977.

* On Saturday, January 30th, WTBS will hold a Clean-Up Open House from 11 am to 4 pm. Newcomers who are interested in joining WTBS are invited to get acquainted with WTBS and help clean up. There'll be free refreshments and all MIT students who help out will receive a free record album.

* **NEW YORK, January 14, 1971:** Eastern Airlines announced today filing with the Civil Aeronautics Board a 50 percent experimental youth and military fare on its Air-Shuttle to become effective February 1, 1971.

If approved by the CAB, the new fare for persons under 22 and military personnel will be \$13 between Boston and New York/Newark and \$14 between Washington and New York/Newark.

Youth fare will be applicable at all times except from 2:55 p.m. to 7:55 p.m. on Fridays and Sundays and all day on the following dates: February 11 and 15, May 31, July 5. There are no blackout periods for military fares.

* There will be an open meeting of the Corporation Joint Advisory Committee to obtain the community's feelings on allowing the younger alumni to join the Corporation. It will be held February 2 in the Shell Room of the Sloan Building at 8 pm.

Remember The Moon Show?
Now ... bigger, better,
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MOON SHOW II

MIT and the Student Center Committee present large-screen full color television coverage of the Apollo 14 lunar mission, in the Sala de Puerto Rico, Student Center, from lift-off at 3:23 pm, Sunday, January 31, to splashdown at 4:50 pm, Tuesday, February 9. Also, other normal television programming during the ten-day mission will be shown as available.

Hours for showing depend on the men on the moon. Watch your daily newspaper for times.

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Science Museum oriented toward children

By David Searls

(Ed. note . . . this is the second of two parts.)

Who is the Boston Museum of Science for? Says a publicity pamphlet, "This new kind of museum is for EVERYBODY — not just the scholarly few, the aesthetically educated, or the scientifically sophisticated . . ."

As a matter of fact, confides Bradford Washburn, Director of the Museum, it is for the most part oriented toward children.

"Basically, our theory is that the most important group of people in any country at any time are the youngsters from age 2 or 3 up to around 15. If your eyes aren't open — if you aren't reasonably bushy-tailed — by the

In addition the Museum has a program by which school children of all ages from public, private, and parochial schools in the State of Massachusetts (the program is sponsored by the Metropolitan District Commission and the State Department of Education) are entitled to free visits throughout the school year.

"We handle a tremendous number of schoolchildren with this program, giving them free run of the museum. Though it's not advertised, we open the museum doors an hour early each day, at 9 AM, to get them all in. While the program is open to students from nursery to high school, we find that the bulk of

are both minimal. We had considered working with channel 2 but found that they wanted a firm commitment to 16 weeks, which we just couldn't do."

In line with the policies of the museum (as outlined by Dr. Washburn in the January 20 issue of *The Tech*), the Education Department carefully eschews "overkill" in their treatment of scientific subjects. Pauley and Jackson elaborated.

"We are not, and we don't try to be, another B.U. or Jamaica Plains High School. We're not going to go all through physical science. We're only going to show why science is worthwhile. The programs try to show the relationship of science to the world, and they try to organize interested students to go."

"We're showmen, and we admit it. We have to be quick; we have to make a lasting impact in the space of fifteen minutes. But we believe that the more personal contact the better, in addition to the exhibits."

Some aspects of this approach have been the subjects of an attack by scientists and professional educators, who number among their complaints a lack of attention to more important but less exciting issues in science and biased treatment toward those that are represented. Dr. Washburn commented.

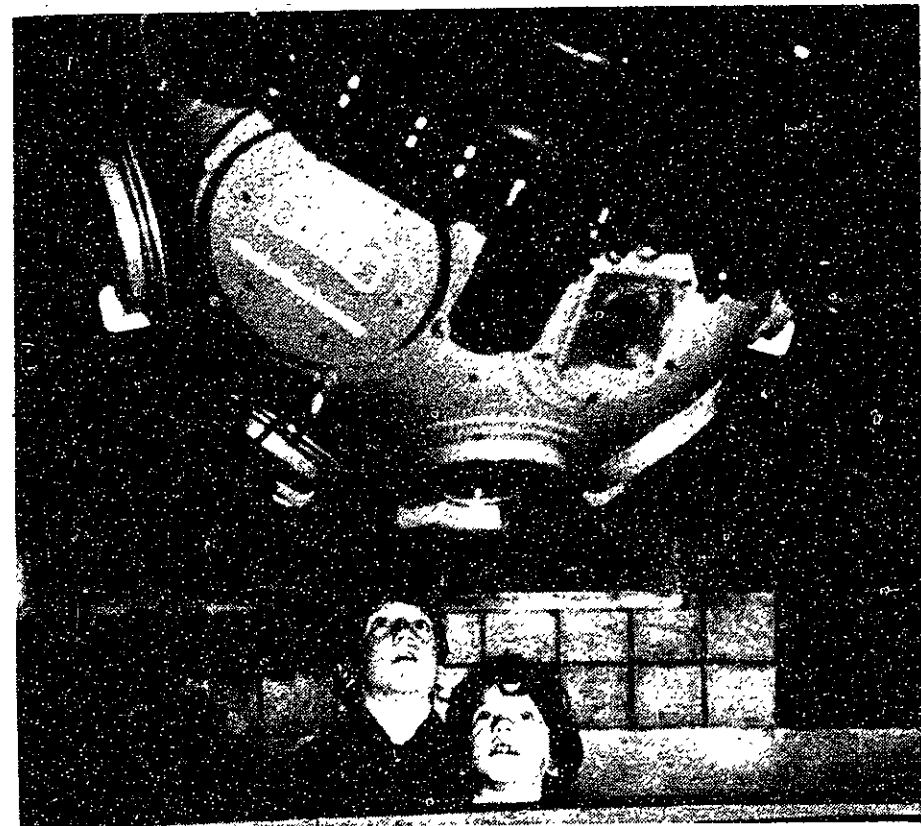
"We don't mind at all being criticized — you have to have it to make progress — but what we don't like is being criticized by people who don't want to get any information about what you're doing and why you're doing it before they start shooting at you. A couple of things that they mention as our major lacks — one was a top-notch exhibit on drugs, and one was a top-notch exhibit on population and pollution — we're in the process of spending over \$200,000 on these exhibits right now, and the reason they're not in here is because the building program is a year behind schedule."

"We've got a brilliant group of people working on a drug exhibit. It's going to be a whole new concept. Instead of showing

we're going to show some of these. But if you begin to tamper with the fuel, you can raise holy hog with what the body does. It doesn't say don't have drugs, but in essence it says if you begin to tamper with the

hibits that don't take a position is a tough one.

"The Deutsches Museum in Munich, the Palais de la Decouverte in Paris, and the great Museum of Science in South Kensington are all financed by



time you're about 12 or 15, there is nothing that can be done to retrieve you and make a person who is uncreative at 15 into a person who is creative."

In fact, the Museum makes efforts over and above its normal operation in order to reach children, in the form of educational programs which supplement scientific education in the schools. In keeping with Dr. Washburn's philosophies, they start early — specifically, with children from nursery school through grade 3, in a program entitled Project Eye-Opener.

Ken Pauley and Brent Jackson, Educational Associates at the Museum, described the project for *The Tech*.

"Most of these kids are from inner Boston — Title I schools — though there was an arrangement made with Wellesley schools whereby Wellesley would furnish buses, taking some of their own students and then swinging by an inner Boston school to pick up some of their kids, on a fifty-fifty basis. This was necessary because we don't charge anything for this program. We have more money to do this now, but we really don't care — we just want to get the kids through."

"The kids are escorted through the building by volunteer guides — we have enough so that each volunteer works with just about one kid on each arm. This is a large staff, since we handle something on the order of 1300 kids in a morning."

"The kids come in one day a week, on Mondays, and two days a week in a special summer program. In order to increase the effectiveness of this, we have a person that visits them at school before and after their trips for orientation and explanation, etc."

"One of the most important things this program is doing, in our opinion, is to get these kids out of their own community for a while, which they otherwise might never leave, and show them new things."

them come from the second through eighth grades."

This is by no means the extent of the Museum's activities in the field of education. Also offered are tuition-type programs, with fees of \$17 to \$22 and scholarships available. These range from the Discovery I class, for ages 4 and 5, to the Senior Explorers, for grades 7 through 10. Other programs include Science Projects for Elementary Teachers, to "strengthen their ability to conduct natural history and physical science experiments," and Adult Education



evening courses in such subjects as Mineralogy, Birding, the Nature of Science, and Science for Children, all offered jointly with the Boston Center for Adult Education. Tuition programs are also offered which make use of the planetarium; starting March 10, for example, there will be instruction in celestial navigation for yachtsmen. The museum staff periodically gives free lectures outside of the museum, though this activity is limited by numbers. The staff also has experimented with television, doing programs on an "irregular basis" for channel 5.

"Irregular," explains Ken Pauley, "because we're simply too busy — our money and staff

what poppies are, and how drugs are made, etc., we're going to talk about Drugs and People, which is the name of the exhibit. It's going to be pitched along the lines that your body is an extraordinarily intricate machine — this is the first step. Then the second is to point out that any machine of this sort has got to have exactly the right kind of fuel. If you give your body precisely the right kind of fuel, it can do incredible things, and

SKI BROMLEY
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fuel in any considerable amount you're going to wind up with a lot of weird things that may be entirely satisfactory to you or other people around you."

The Tech asked Dr. Washburn whether the museum attempts to approach other controversial issues, such as the A.B.M., that science could shed some light on but which might not be of much interest to a family on a Sunday outing.

"There are several positions you can take on this. You can put in a big exhibit on the A.B.M. and then say this is terrible and let's get rid of it, or you can put in the exhibit and try to show it to the public and say this is great. Or you can try — and this is the tough one — to assemble all the facts that you can on the situation and then just let the public decide. The latter, of course, is what I think we should do, because the minute any scientific institution starts taking firm political positions it is bound to make mistakes soon and be discredited. I think you are much better off if you try to present just the facts as objectively as you can, and then let the public decide."

"One problem that one gets in this sort of picture is that of getting money to put this kind of exhibit on the floor if it doesn't take a position. Let's be very specific. Take the drug exhibit, which I think is a very important exhibit right now — we simply can't get anybody to give us money to put a drug exhibit in this place. We've gone to the Attorney General, we've gone all over the place — everybody's in favor of the idea, everybody says it's great, but the way we've had to put this together is by taking \$5 and \$10 gifts that have come in from all over the place and put it all together. We're pushing very hard now to try to get one or more of the foundations that are oriented toward medical education — but here again the business of raising money for ex-

the government, and the government never tampers with their operation at all. They get enormous sums of money from both the federal government and the city, with no strings attached at all, and this just doesn't happen in the United States. It is rarely that we get something that is a totally unrestricted gift."

"Sometimes the terms under which we get a gift are very reasonable, but sometimes they're not. We've turned down some big gifts because they came under terms that we just didn't approve of."

Like science itself, the Museum of Science is growing. This fall, a new wing will be opened which will multiply the existing exhibit space by several times. With no columns or dividers, the hall will facilitate the flexibility essential to a science museum, as well as permit the installation of such unusual exhibits as a full scale model of a *Tyrannosaurus Rex* and a giant wave machine and tank.

The Museum is proud of its new acquisition for the adjoining Hayden Planetarium — a Zeiss Model VI projector, unveiled in time for last year's traditional Christmas presentation. Acclaimed as the "newest and most sophisticated of the major planetarium instruments," the \$252,000 machine is being used this winter and spring for shows that might be said to typify the Museum's concern for past, present, and future: 'Myths of the Zodiac,' 'Spaceship Earth,' and 'Tomorrow: Mars'.

Footnotes*

* "When I use a word," Humpty Dumpty said, in a rather scornful tone, "it means just what I choose it to mean — neither more nor less."

"The question is," said Alice, "whether you can make words mean so many different things."

"The question is," said Humpty Dumpty, "which is to be master — that's all." — Lewis Carroll

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MIT is more than a corporation with a board of directors. It is an educational institution. The president is far more than just the chief operating officer. He sets the educational tone and pace. He can affect the shape of the education by what cuts and raises he makes in what-budget.

(Please turn to page 7)

We should also examine the sources of student (and human) unhappiness. Students and kindly teachers and administrators must be reminded that even the most supportive environment cannot take all the pain out of growth, the loss out of choice, the risk out of challenge. The

(Please turn to page 6)



The **Wizard of Id** appears daily and Sunday in the **Boston Herald Traveler**.

entertainment

Book:

A Look at Summerhill

By Lee Giguere

Summerhill, by A.S. Neill (paperback, 379 pages, \$2.45, copyright 1961, Hart)

Summerhill is the name of an experimental school founded in 1921. But it seems unfair to refer to it as an experiment when at the time the book was written it had been operating for 40 years.

Summerhill is based on A.S. Neill's belief that children are inherently good and that if they are given freedom to develop, they will turn out to be happy, well adjusted adults.

Summerhill students are not "required" to do any of the things ordinary schools demand. Lessons are optional, the teachers hold no special place in the school hierarchy, and all the school's "laws" are made at General School Meetings where everyone, from Neill to a six year old student, has an equal voice.

The book, then, is Neill's own effort to explain his school and his theory of child development. There's not really much theory in his book, though.

Neill begins with a few basic assumptions: that children are good, not evil; that they need

love and approval from their parents and teachers; and that they should always be treated honestly.

From these assumptions he practices his form of education. No child should be forced to do what he doesn't want, Neill asserts. He shouldn't be punished, because punishment can only result in hate for the parents, a hate which must be repressed and will therefore create feelings of guilt in the child. He shouldn't be lied to and his natural curiosity about sex should not be repressed. Only an open, honest attitude towards sex on the part of a child's parents will enable him to develop without preoccupation with sex.

Neill takes a Freudian view of sex and puts much emphasis on it in his book. He blames parental prohibition of masturbation for many of the problems that children develop. When confronted with the truth about sex and masturbation, Neill shows that some children will be rather quickly "cured."

Neill's prescription for child rearing appears to be a good one. And while the book cover calls Summerhill "a radical approach to child rearing," his ideas don't seem radical at all, but natural and obvious. Neill's principal contribution is then his ability to apply these ideas in a radical way, making the child's needs and not society's, the governing criteria.

J. J. and Pearl

Pearl — Janis Joplin (Columbia)

Janis Joplin needs no eulogy. Her job was to sing the blues, and she did it as well as anyone ever has, perhaps better, right up until she O.D.'ed on heroin. Columbia has just released "Pearl", the album she was working on prior to her death, and it is a fitting tribute to a fantastic performer.

The album is backed up by "full tilt boogie," and the sound is remarkably similar to Janis and Big Brother. Janis goes through the full spectrum of blues sounds, from screaming cuts like "My Baby" to funky 'socially relevant' things like "Mercedes Benz Blues." It wouldn't be at all surprising to

learn that some of the cuts on the album are from old unreleased tapes, because the music is so similar to her previous material. Note — this is not a criticism; there is plenty of room for good earthy singing, and there will always be room for more good Janis.

Janis is already well on the way to becoming a legend, and this recording will do much to further it. A single playing of this disc is enough to convince you that everything ever said about her soul, guts, sex, is completely true. And, even as her death marked the end of a bad year for music, "Pearl" promises the beginning of a good one.

—by Rob Hunter

Joan Baez

By Jay Pollack

The tickets did not say it was a "Joan Baez Concert." It was "An Hour With Joan Baez." That made it sort of different. It had a much more personal touch. And last Friday night, we got to see and hear Joan Baez, the performer, but more importantly, Joan Baez, the person.

She is certainly professional

enough a performer, having been around for so long, and she anticipated the picture takers and late arrivals and hammed it up a little for them. But the performance itself is a very personal thing for Joan. She chooses her songs to reflect her political and personal feelings, and she writes her own songs to express her thoughts about her husband, David, who is still in prison, and for her son, Gabriel, whom she brought along and introduced to everybody. It was in this way that we felt really close to her as she stood up there and sang for us.

The whole evening was very pleasant. Also, due to her personal policy, all tickets were sold at \$2 for a reserved seat. That is a special favor to the would-be concert goer who often cannot afford \$5 or more for a good seat at a concert. It is rare nowadays to see a popular performer who keeps the audience in mind to this extent, but it is right in character for Joan Baez.

His Band and the Street Choir — Van Morrison (Warner Brothers)

Van Morrison has to be recognized as one of the bright spots of 1970. His *Moondance* early in the year was a fine record, friendly and warming. And the mood was just rhythm and bluesy enough to make the record much more popular than *Astral Weeks*, its predecessor. His new album is even looser than *Moondance*. And Van is finally starting to get wide acceptance as evidenced by the popularity of the single "Domino".

"Domino" is one of those bright, magical songs like "Brown-Eyed Girl" — it makes you want to get up and dance to it when it comes on the car radio. And the whole new album is like that, it reaches out for you. You can see by the pictures on the jacket what nice people the musicians are. And Van himself is smiling! If you check any of Van's other albums, including his old ones with *Them*, his old group, you can't find a smile

anywhere. But this record is covered with the happy faces of his friends and accompanists and Van Morrison as he sings to you.

His voice is so strange, yet he manages to make it do just what he wants to and get across every bit of feeling that each song carries. The backup is better than ever. Never too strong and always lively enough without being showy. No one in the band is especially brilliant and the street choir seems to be made up more of friends than of singers. But that doesn't matter. They all contribute to the feeling of the music. And the total effect is a joyous glow that spills off of the music and envelops the listener.

Van Morrison seems to be at the peak of his career. He has recorded an album which is not only excellent but should also be very popular. More importantly, he is enjoying his work.

—by Jay Pollack

Lennon:

Dream Is Over

John Lennon — Plastic Ono Band (Capitol-Apple)

The dream is over. And, now, McCartney damn well better come up with an album surpassing belief, because the other Beatles have placed the blame for the dissolution squarely on the neck of his electric bass. Within the past month, the combination of McCartney's legal suits and the release of John Lennon's first serious solo album have finally made clear the situation which led to the breakup between John and Paul, and certifies the death of all hope that the Beatles really were just playing games, that it wasn't really true.

Following close behind George Harrison's brilliant production, Lennon's album pulls no punches. It is an honest, if biased, statement of disillusion with people, friends, optimism, even love. It is not a record to be played often, unless perhaps you are a sado-masochist with a per-

chant for bitter tastes. Lennon is, without a doubt, quite bitter. Once the love-peace-happiness advocate of the foursome, he has in latter years become reality oriented, and his album shows it: the cut "Working Class Hero" will probably be banned from AM top-forty, but it contains the most relevant statement since Zimmerman's "Like A Rolling Stone". And, finally, there is "God":

God is a concept
By which we measure
Our pain . . .
I don't believe in magic . . .
I don't believe in Kennedy . . .
I don't believe in Elvis . . .
I don't believe in Beatles . . .
I just believe in me.

It's true — he was the walrus, and, as it turns out, also the fool on the hill — except maybe, slowly, the fool on the hill is turning into McCartney. It's true — the dream is over.

—by Gayle Johnson

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version) 6:00 - 9:35 & Mel
Brook's THE PRODUCERS 8:05
Weekend Matinees 4:25

Letters to The Tech

(Continued from page 4)

society recognizes this by giving students four or more years of relief from the responsibility of supporting themselves or others. But this is not taken for granted. What aspects of student unhappiness is it realistic or desirable to try to help? Before we consider costly reforms such as new interdisciplinary courses, glassed-in corridors, individual tutorials, let us consider some changes that cost nothing or very little.

Notice others

One thing I can suggest is that each shy and lonely student try to notice his fellow students; he may find a few others who are equally silent and miserable. Maybe he could force himself to say Hi or even smile. The greeting might be returned, though perhaps not until the next class meeting. He should also practice seeing his teachers as people; he should realize that shy students sometimes grow up into shy professors, who may have been discouraged by poorly attended seminars or parties and who hesitate to force possibly unwelcome attention on the young. Students who complain of rejection may be doing some rejection themselves.

Would students who find it impossible to initiate contact with their advisors, dorm tutors or classroom teachers find definitely scheduled conferences more comfortable? Do certain props make for easier entry into conversation? Like graffiti boards, chairs around a coffee-pot, conversation pieces of some kind, broken Severend machines? Give it some careful thought, then write to the Commission.

Flexible schedule

In this day and age when grades are no longer processed manually, there is no reason why grades should be due two days after the last class, as was true for language classes last term. Perhaps a more flexible schedule would take the curse off grades: a student could hand in a paper or present himself for a sealed exam at any time during a two or three week period. This would keep a two week's illness or participation in a Gilbert and Sullivan production from being a disaster. Students who wish to get some things out of the way early could do so and those who would like some time to write a thoughtful paper or two could do so without having to ask for extensions or incompletes. MIT subsidizes many activities such as journalism, music, dramatics, political and community action, but students who become deeply involved in such projects do not get the full benefit of their

courses, to say nothing of the blows to their cum's. This leads to requests for credit. MIT recognizes the value of these activities by providing them with subsidies in the form of space and other support; let it supplement this with a subsidy of time, which in this instance costs nothing. Credit-grubbing is as unhealthy as grade-grubbing. Credit would lead to bureaucratization and higher costs. Let students continue to give their time to something, but let them have a schedule of exams under which the cost to the student is less exorbitant.

Learning process

Perhaps students would be less unhappy or at least better able to cope with unhappiness if they were given more opportunities to become aware of the nature of the learning process. There are many ways of doing that, most of them informal. I think some students get this as a by-product of language study, for the process is slowed down and becomes more observable. As Alfred North Whitehead once said, the learning of each subject must proceed through three stages - Romance, Precision, Generalization. In the short time available for courses, Romance is assumed, Precision is stressed and tested and graded, and Generalization has to be left for later. Usually it happens imperceptibly as the student is struggling with the Precision aspect of a later course.

Since the students in any given class are going through different stages of the learning process, no course can hope to keep everyone happy, nor should a student expect to be happy in each course. Not all of our students were turned on to every science in High School, and some may need a Romance course to introduce them to chemistry, say, or linguistics. But what is Romance to one student will be irritatingly thin and anecdotal to the student who is ready for Precision, and a student involved in practicing Precision may be bored by a professor's attempts to enrich a course by pushing him toward Generalization, and so on. Some students have an illusion that they are studying something in depth because they confuse Romance with Generalization. For an in-depth understanding of a subject, one cannot bypass the Precision stage, and it is Precision that most needs to be taught in courses. Romance and Generalization can be got more easily on one's own.

Reach students

Of course a teacher must structure his material to try to reach as many students as possible and to lead the students from one stage to the other, and some are more skilled at this than others. In my experience as a student - I was a Radcliffe undergraduate twice: two years in my teens and two years in my thirties - those courses in which I really felt things clicking together were not broad interdisciplinary surveys. They were courses built around specific problems, samplings of problems and different approaches to them. I still draw riches from a course in Science for the non-scientist which was taught in part by one of the great teachers in the world, the chemist L.K. Nash, but I do not believe that the few scientists in the course liked it too well. It was harder than they expected and in unexpected ways. And it didn't teach enough about how to do chemistry.

Costly multiplication

A costly multiplication of courses: Romance courses, Precision courses, Integration courses - would not be the answer. No student could take them all anyway. Perhaps one inexpensive device that would help both in curriculum and course planning and in creating awareness of the learning process among the students would be to ask upperclassmen to write up course- and self-evaluations for their teachers and advisors as Freshmen do. (This would not replace grades, however. I have written my views or at least my questions on grades elsewhere.)

The Humanities requirement is supposed to force well roundedness on our students. Does it work? The freshman courses seem to aim at bringing out the shrinking violets. How do the "nobodies" feel about this? Does the present format of the required Humanities courses help the shy inarticulate student out of his shell? Or are some discussion courses pure torture for those who cannot discuss important personal topics with near-strangers and are not skilled at throwing up verbal smoke-

screens? Do the quiet students learn anything from their glib classmates? Are some courses and some approaches more helpful than others? To what do you attribute the success or failure of a course? Would you attend additional interdisciplinary courses if they were offered? What can you suggest that would improve your education? Does the fact of a Hum requirement undermine the attempts of some of the courses to create an atmosphere of freedom? If you are well-rounded, how did you get that way? Through Hum courses? Which ones? What can you suggest that would improve your education?

Another point brought up by Mr. Polatnick concerns our foreign students who barely know English. What kind of education do they get at MIT? Certainly much less than their native classmates. Many of our foreign students come here with only enough English to do the problems and learn the tricks, often at the cost of enormous effort. But they miss the mind-stretching subtleties. The humorous aside, the wry comment about a fudging device, the shift in mid-lecture as the professor is suddenly hit with a new insight, the philosophical or historical digression, all that is lost on the student who is not at home with English. Many of them leave MIT with their English unimproved after having suffered agonies fulfilling language requirements in other European languages or sitting in unintelligible Humanities sections.

Our foreign students have achieved a certain level of sophistication in their own language and culture. Couldn't they fulfill their Humanities requirement or their graduate language

or minor requirements through advanced courses in English on the level of our advanced courses in foreign languages, literatures and civilizations? Or on the level of Freshman English courses offered at small colleges? English is to them a foreign language and it would not be a dropping of MIT standards to give them what they need and to give them credit for courses that are as rigorous as those offered native students in languages that are foreign to them.

Practice and experience

Foreign students need help in recognizing and understanding various styles of spoken and written English, in "getting" jokes and deciphering our allusive headlines, in learning about the various cultures that make up this country. They need practice in speaking before groups, in expository writing at a level more advanced than that of the typical course in English for foreigners. Perhaps as they practice they could also share with their American fellows the rich and varied cultural lore which is now locked behind language barriers.

Such a worthwhile project should be eligible for government funds, which now support mostly elementary courses. Since there are so many foreign students they might even be accommodated at little cost by redistricting existing Humanities and Language sections and using the talents of available staff plus a T.A. or two from the Linguistics Dept. for work on pronunciation, intonation and work formation. Foreign students, how do you feel about this idea? Or do you have a better one? Write to the Commission.

Catherine V. Chvany
Lecturer on Russian

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Arrowsmith joins MIT humanities department

William A. Arrowsmith, a classical scholar and advocate of university reform, has joined the faculty of the Massachusetts Institute of Technology as visiting professor in the Department of Humanities and consultant to the Commission on MIT Education.

Professor Arrowsmith will teach an elective spring term course in Sophocles, Euripides, and Aristophanes. He has translated Euripides, Aristophanes, and Petronius, and is editor of "The Complete Greek Comedies" (Michigan) and coeditor

with Roger Shattuck of "The Craft and Context of Translation" (Texas and Anchor).

Professor Arrowsmith has written on the reform of the university and the university curriculum, recommending that research be supplemented by an increased emphasis on teaching, and by the creation of "universities of the public interest" that would undertake social and cultural problems not adequately handled by other institutions.

From 1958 to 1970, Professor Arrowsmith was at the University of Texas.

President search

(Continued from page 4)

He can urge reforms on the faculty and take an activist role, or he can wait on the initiative of faculty and students. All this he can do despite the fact that he has very little formal power.

The presidency

The president in many instances is a go-between for these two groups. As such, both the Corporation and the faculty and students have an interest in having someone who is going to be able to work with both sides. It would seem therefore that both sets of people would have a part in the selection process. Instead, we have the Corporation not only doing the actual selection, but its own committee, without other representation, doing the nominating. At the very least, the selection committee should have been composed equally of students, faculty and Corporation members. But this is for the next time, unfortunately. We are too far along in our present process to change now. But there is one thing that should change and that prompted the sarcasm at the beginning of this article.

That thing is the relative disregard for the community shown by the Fisk selection committee in its attempt, or lack thereof, to get community input. Such attempts as were made were made by CJAC. With all due respect to CJAC, why talk to the members of CJAC if they are only transmitters? Why didn't the Fisk

committee members sponsor some open sessions rather than just leaving it open to whoever was interested to attempt to set up an appointment. They should have solicited it, tried to get it actively. Instead, we will all be greeted shortly with a *fait accompli*; whatever we may think of him will matter little for we will not be able to enter an opinion.

Advisory system

(Continued from page 4)

need of an "adult relationship" but he adds that no student who has had such an experience has not found it satisfying. Feedback indicates that most freshmen "are looking for a friend."

Such an adult relationship, especially with a faculty member, Buttner feels, helps to give a student a firmer sense of identity. Students need to feel that someone is interested in them, and a faculty advisor who "cares" about them gives them a greater sense of security.

He also argues that there is an especially strong barrier to the formation of the first relationship. It is much harder to get the student involved with a faculty member for the first time. However, he believes that after an initial relationship is established, it will be significantly easier for a student to form additional relationships on their own. The advisory system, then, must aid and encourage students in the formation of this difficult first adult encounter. It must help the student gain a foothold at MIT from which he can work, and take advantage of what MIT offers.

New direction

The freshman advisory sys-

tem is moving away from being an advisory system in the usual sense of the word. Instead, Pete Buttner has put emphasis on helping students make friends at the Institute. The more usual roles of academic counselor, course and information source have been given secondary importance. It follows from Buttner's argument about the successive ease of forming additional relationships after the first that once a student has achieved a strong relationship with his "advisor" and thereby gained confidence in his ability to deal with adults the traditional functions of advisors will be readily handled, since a student will hopefully find it much easier to seek out advice and information from other sources.

To gain confidence

The greatest merit in Buttner's ideas may well lie in his

assumption that once a student has formed his first "adult" relationship, it becomes successively easier for him to form new ones. The advisory system seems to be working toward the aim of not giving students direct counseling and advice, but confidence in themselves and their ability to deal with adults. This is an important ability, which is never really encouraged in schools.

Most schools encourage students to be subservient to adults and fearful of them. The role of teacher as judge discourages the student from seeking out his teachers as friends.

MIT students are not exempt from this alienation from the adult world. However, alienation is not a well-adjusted condition, and it is imperative that the Institute do what it can to free its students from this sort of alienation from people.

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The Tech Sports



Center Bill Barber (7) sets to race off in Friday's game against Lafayette. Right wing Marc Weinberg (4) awaits the draw. The Techmen won that one, 4-3. Photo by Sheldon Lowenthal

Skaters sink Lafayette

The varsity hockey team moved its record to 3-1-3 this weekend by topping Lafayette at home on Friday night and dropping to St. Anselms in Manchester, N.H. on Saturday night.

On Friday, the pucksters dominated most of the play in winning by a 4-3 score. Lafayette started things off in the first period with a quick goal at 1:40 of the first period. The Techmen came back, though, with left wing Rob Hunter '73 taking a fine centering pass from center Andy Jarrell '71 at 10:04 and high scorer Bill Barber '71 putting in a pass from Tom Lydon '73, with one player on each team off. That goal in a four-on-four situation came at the 15 minute mark. With 46 seconds to go in the period though, Lafayette tied the score at 2 all.

All of the rest of the action centered around the penalty laden second period. The Techmen converted on two power plays with Jarrell scoring once unassisted at 8:48 and then on a pass from Bill Stensrud '71 at 9:51. Even with the visitors scoring at the 11:11 mark, the skaters held on for a 4-3 win.

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Basketball tops Lowell Tech

The Tech hoopsters won their fifth and sixth straight home games last week as they took Bates on Monday, 88-61 and Lowell Tech on Saturday, 85-77. Star forward Harold Brown '72 scored 29 points and pulled down 10 rebounds to spark the Lowell Tech victory. Center Bill Godfrey '72 had 15 points and Captain Bruce Wheeler '71 had 14. Jerry Hudson '73 had 13 rebounds and 10 points.

Now at the halfway mark of his second season, Brown has 514 points from last year (20.6 avg.) and 249 in 11 games this year (10 to go - avg. 22.9). This total of 763 points puts him more than halfway to Dave Jansson's MIT career record of 1457.

The scoring was pretty much even for the first half, but again the Techmen came out strong, as they have many times, to out-score Lowell Tech 18-6 in the beginning of the second half, to sew up the victory.

Though 6-0 at home, the engineers are 0-5 on the road. On February 1 and 2, they travel to New York to face N.Y. Maritime and Queens College to try to improve on that record.

MIT SCORING				
Player	G	F	P	
Wheeler	5	4	14	
Loe	3	1	7	
Hudson	5	1	10	
Brown	12	5	29	
Godfrey	6	3	15	
Johnson	3	2	8	
Shields	0	2	8	
Totals	34	68	17-29	85

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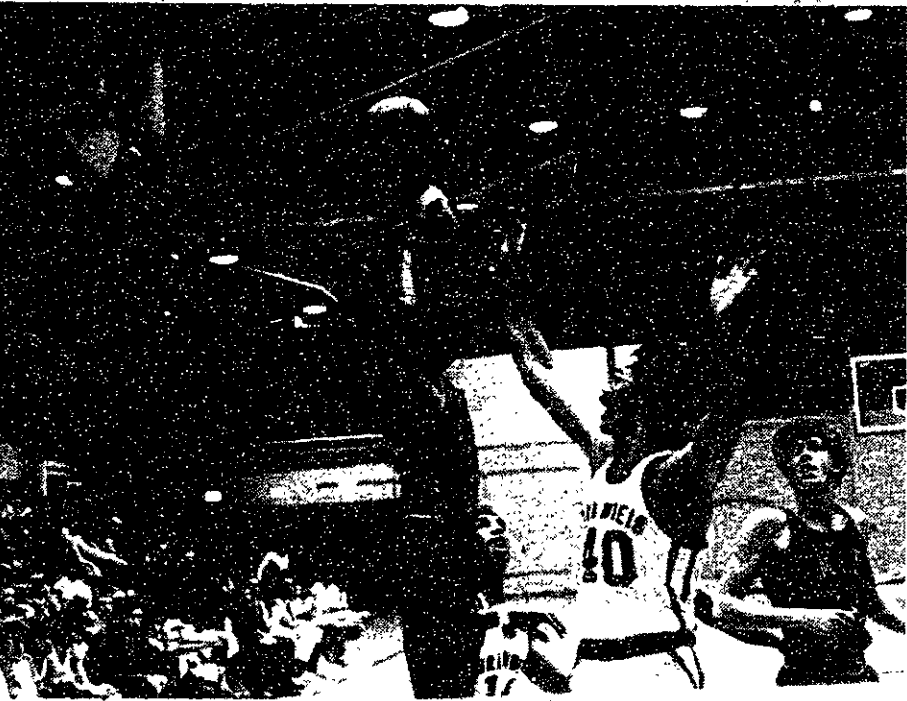
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Tech center Hal Brown goes up for jump shot in action earlier this season. Brown poured in 29 points against Lowell Tech on Saturday to up his season's average to 22.9. Photo by Sheldon Lowenthal

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